



KINE Honors Students
Library Seminar
Fall 2023 term

Ian Gordon



Ian Gordon, Teaching & Learning Librarian



Library Seminar Agenda

- Top 10 resources you should know about!
- Brock Library KINE Library Research Guide
- Scholarly resources:
databases / books / articles / news / data / theses & dissertations
- Being a competent searcher/researcher!
- Where, how and when to get help!

What is your research question?

Can you identify 2-3 seed articles that are examples of your research area?

Share the top 3 databases you've explored in finding these articles @ <https://researchguides.library.brocku.ca/az.php>

Register, download, and set up a Zotero account @ <https://www.zotero.org/>
How did this go?

A research question you can share for discussion with the group?



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Top 10 resources you should know about!

1. Zotero – citation management
2. Zotero – citation management
3. Borrowing from other libraries - books
4. Interlibrary Loans – articles, books and more
5. Brock Library KINE Library Research Guide
6. Google / Advanced Google / Google Scholar / Google Books
7. PubMed / MEDLINE – Where do I start?
8. MeSH (Medical Subject Headings) – How do they work?
9. When, where and how to get help!
10. Book a Consultation



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Kinesiology

WELCOME

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ADDITIONAL COURSE GUIDES

Need Help?



Ask
Chat with a librarian

Contact us at libhelp@brocku.ca or find more library help on our [Research Support](#) page.



Kinesiology

What is this guide for?


This guide has been designed as a general program guide and is curated by **Brock librarians**. It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), systematic reviews, and more. Use the tabs on the left to navigate through the web page.

Selective course-related guides are provided when appropriate every term.

KINE 1P93 Library Seminar Fall 2023 ppt [slides](#) (PDF) and [video](#).

KINE Stuff Fall 2023 ppt [slides](#) (PDF)

KINE Honors Students Library Seminar Fall 2023 ppt [slides](#) (PDF)



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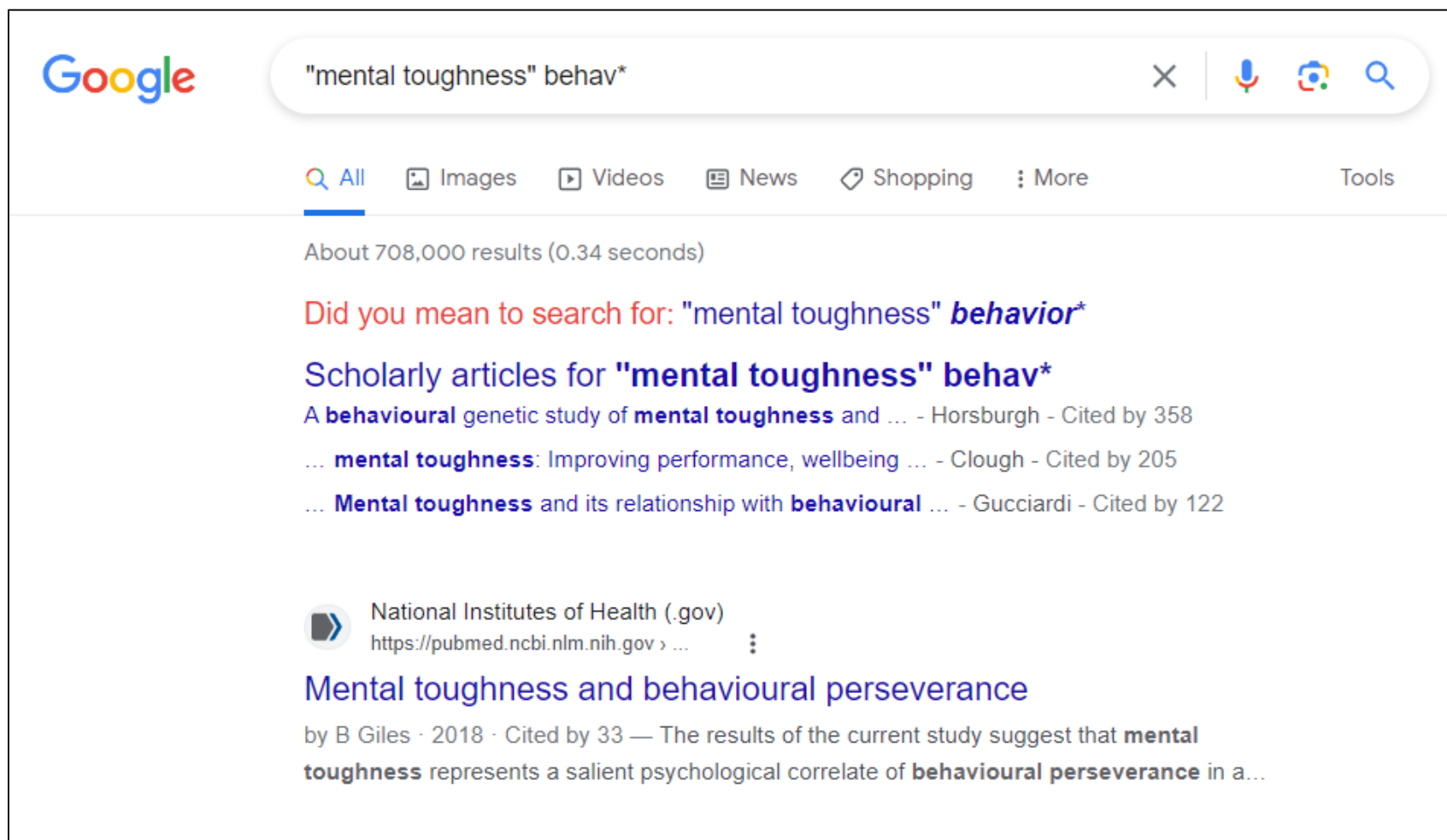
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[Google Scholar](#), Sport Discuss, MEDLINE via Web of Science Complete which includes Web of Science Core Collection...



Do successful varsity athletes' exhibit mental toughness behaviors: Does gender matter?




https://www.google.ca/









The screenshot shows a Google search interface with the query "mental toughness" behav* entered in the search bar. The search results page displays the Google logo, the search bar with the query, and navigation links for All, Images, Videos, News, Shopping, and More. The search results indicate approximately 708,000 results found in 0.34 seconds. A suggestion is provided: "Did you mean to search for: 'mental toughness' *behavior**". Below this, a section titled "Scholarly articles for 'mental toughness' behav*" lists three articles. The first article is by Horsburgh, cited by 358, titled "A behavioural genetic study of mental toughness and ...". The second article is by Clough, cited by 205, titled "... mental toughness: Improving performance, wellbeing ...". The third article is by Gucciardi, cited by 122, titled "... Mental toughness and its relationship with behavioural ...". The first result is expanded to show the title "Mental toughness and behavioural perseverance" by B Giles, dated 2018, cited by 33. The abstract snippet states: "The results of the current study suggest that mental toughness represents a salient psychological correlate of behavioural perseverance in a..."

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About 708,000 results (0.34 seconds)


Did you mean to search for: "mental toughness" *behavior**

Scholarly articles for "mental toughness" behav*

A **behavioural** genetic study of **mental toughness** and ... - Horsburgh - Cited by 358

... **mental toughness**: Improving performance, wellbeing ... - Clough - Cited by 205


... **Mental toughness** and its relationship with **behavioural** ... - Gucciardi - Cited by 122

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Mental toughness and behavioural perseverance

by B Giles · 2018 · Cited by 33 — The results of the current study suggest that **mental toughness** represents a salient psychological correlate of **behavioural perseverance** in a...

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Mental Health vs Mental Toughness in Athlete

by R Faizah · 2021 — Abstract. Mental health and mental toughness are two psychological attributes that are often inherent in an athlete. This review appraise the evidence base ...



innopraxis.com

<https://www.innopraxis.com> › article PDF

Anxiety and Mental Toughness Among Athlete Students

by M Jannah · 2018 · Cited by 12 — Abstract—This research purpose was to analyze the relationship between anxiety and mental toughness among athlete students. A quantitative...



ResearchGate

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THE EFFECT OF MENTAL TOUGHNESS TRAINING ON ...

Abstract. Aim. Mental toughness as a set of values, approaches, perceptions and inherent emotions acquired through experience with sports in general or a ...

7 pages



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Mental Toughness in Athlete Students: The Predictive Role ...

Scientific realities show that mental toughness and psychological skills are very important for athletes to be psychologically well not only before the ...



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Effect of Mental Toughness Training on Elite Athlete Self

by M Saad — Mental toughness is having the natural or developed psychological edge that enables you to: •. Generally cope better than your opponents with the many ...



Taylor & Francis Online

<https://www.tandfonline.com> › doi › pdf

Relationship between self-concept clarity, mental ...

by S Tian · 2023 · Cited by 1 — Athlete burnout is a serious problem faced by many athletes, especially during and after uncertain situations such as the.



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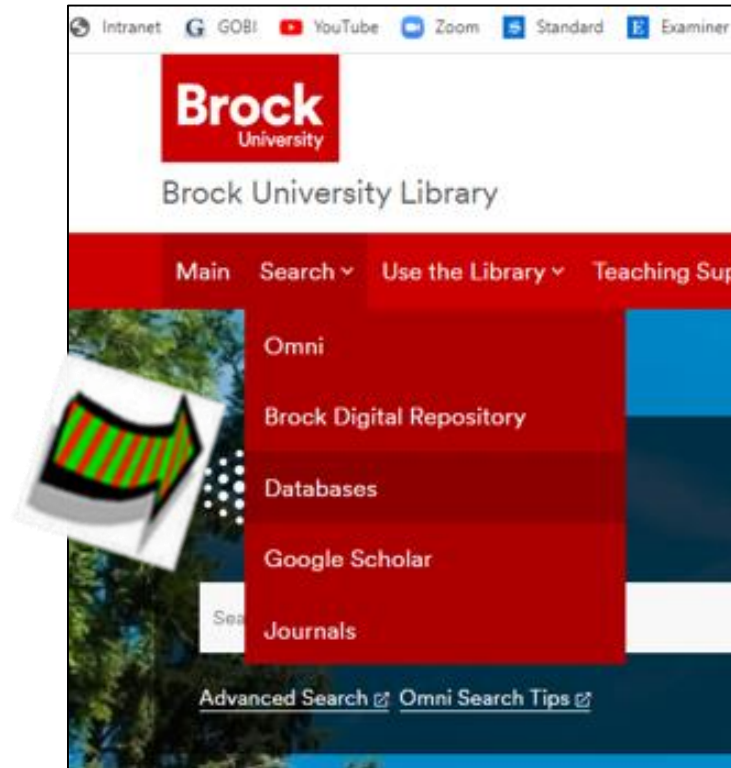
<https://mdpi-res.com> › ijerph › ijerph-19-04987 PDF

Relationships among Sports Group Cohesion, ...

by S Gu · 2022 · Cited by 17 — Hypothesis 3 (H3). **Mental toughness** mediates the relationship between cohesion and **athlete** engagement. Hypothesis 4 (H4). Psychological ...

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Google Scholar





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[HTML] **Mental toughness** in sport: Achievement level, **gender**, age, experience, and sport type differences

[AR Nicholls](#), [RCJ Polman](#), [AR Levy](#)... - ... and individual differences, 2009 - Elsevier

... among athletes of different: (a) achievement level, (b) **gender**, (... relationship between **mental toughness** and **gender**, age, and ... in was not significantly associated with **mental toughness**. ...

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... early to mid adolescence, moderate to vigorous physical activity is associated with restoring sleep, psychological functioning, **mental toughness** and male **gender**

[S Brand](#), [N Kalak](#), [M Gerber](#), [PJ Clough](#)... - Journal of sports ..., 2017 - Taylor & Francis

... to what extent PA is related to **mental toughness**. **Mental toughness** (MT) is understood as a ... **Mental toughness** refers to a cognitive strength variable known to be associated with good ...

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[PDF] tandfonline.com

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[HTML] **Gender** and the relationships among **mental toughness**, hardiness, optimism and coping in collegiate athletics: A structural equation modeling approach

[L Madrigal](#), [DL Gill](#), [JT Willse](#) - Journal of Sport Behavior, 2017 - search.proquest.com

... of **mental toughness**, as assessed with the **Mental Toughness Scale** (MTS), ... **gender** influenced these relationships. Using structural equation modeling, we examined **mental toughness** ...

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[HTML] Moderating variables in the relationship between **mental toughness** and performance in basketball

[A Newland](#), [M Newton](#), [L Finch](#), [CR Harbke](#)... - Journal of sport and ..., 2013 - Elsevier

... **gender** and starting status differences in **mental toughness**. ... of **mental toughness** scores across **gender** and within **gender**. ... **gender** and starting status differences in **mental toughness**. ...

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[HTML] sciencedirect.com

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[PDF] **Gender** differences in **mental toughness** and coping with injury in runners

[P Andrews](#), [M Chen](#) - Journal of Athletic Enhancement, 2014 - research.tees.ac.uk

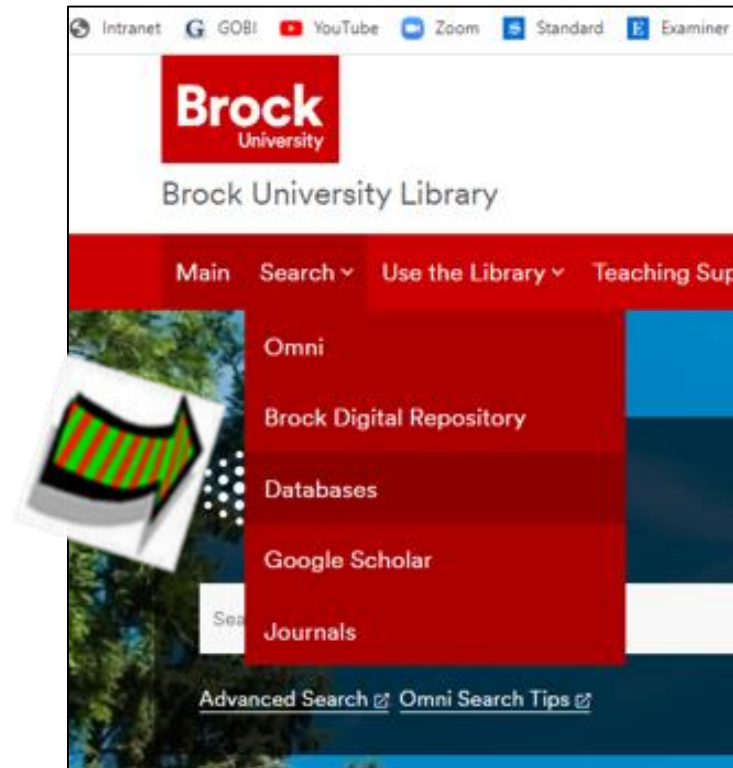
... Objective: The aim of this study was to examine differences in **Mental Toughness** (MT) and coping with injury between male and female runners at different levels of experience. ...

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- Produced by the U.S. National Library of Medicine (NLM), the MEDLINE database is widely recognized as the premier source for bibliographic and abstract coverage of the biomedical, biomedicine and health research literature. MEDLINE indexes over 18 million references to articles from over 5,500 newspapers, newsletters and magazines including 1,500 core journals. MEDLINE covers research topics in biology, environmental science, plant and animal science, marine biology, chemistry, biophysics and related interdisciplinary fields. MEDLINE accommodates keyword searching while facilitating the use of MeSH Thesaurus controlled vocabulary, headings, qualifiers and major topics. MEDLINE via Web of Knowledge provides a unique ability to analyze and refine search results, sort records, save search histories, utilize EndNote Web and Refworks bibliographic management tools and create customized citation alerts that automatically sends citations of interest to your email account.
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- SciFinder-n integrates C.Aplus (1907-), CAS Registry (1957-), CASREACT (1974-), CA Patent Index (1947-), ChemCats, CHEMLIST, ChemPort, and MEDLINE (1949-)
- Produced by the U.S. National Library of Medicine, MEDLINE covers research topics in toxicology, medicine, pharmacology, biochemistry, biomedicine, and related fields.
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- International literature on biomedicine, allied health fields and biological and physical sciences, humanities, and information science as they relate to medicine and health care.
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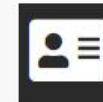
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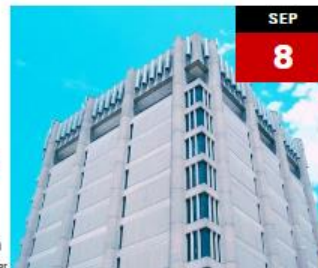


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Personalize



1



ARTICLE

Adolescents with high mental toughness adapt better to perceived stress: A longitudinal study with Swiss vocational students

Gerber, Markus ; Brand, Serge ; Feldmeth, Anne Karina ; Lang, Christin ; Elliot, Catherine ; Holsboer-Trachsler, Edith ; Pühse, Uwe

Personality and individual differences, 2013, Vol.54 (7), p.808-814

“ ... ► Four unique clusters of students were identified with differing profiles of risk and adaptation... “

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2



ARTICLE

An Exploratory Study of the Mental Toughness Psychological Skills Profile Psychometrics, and the Mediating Effect of Social Support Sources on Mental Toughness and Suicidal Ideation Among Military Police

Smith, Hilary A. ; Wolfe-Clark, Andrea L. ; Bryan, Craig J.

Journal of police and criminal psychology, 2016, Vol.31 (4), p.295-303

“ ...) may be associated with decreased suicide risk, although methods for measuring mental toughness remain largely undeveloped... “

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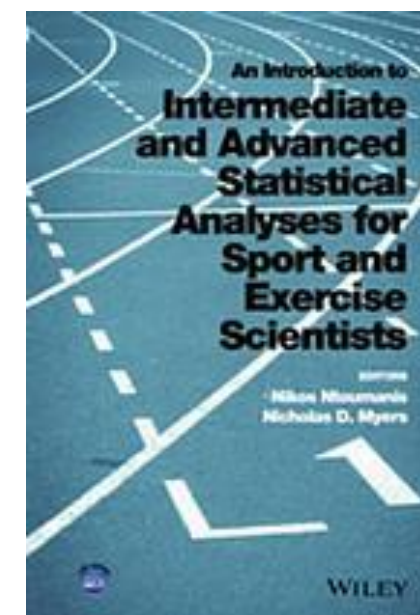
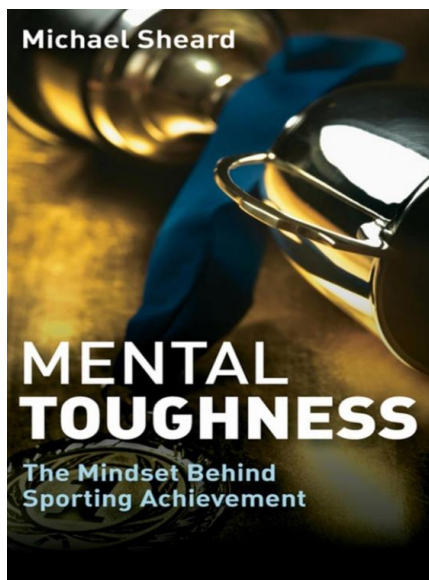
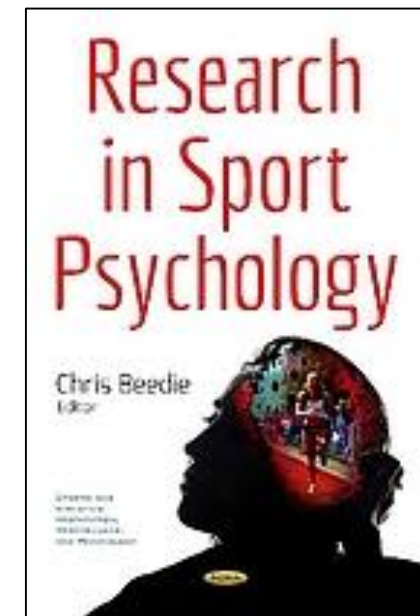
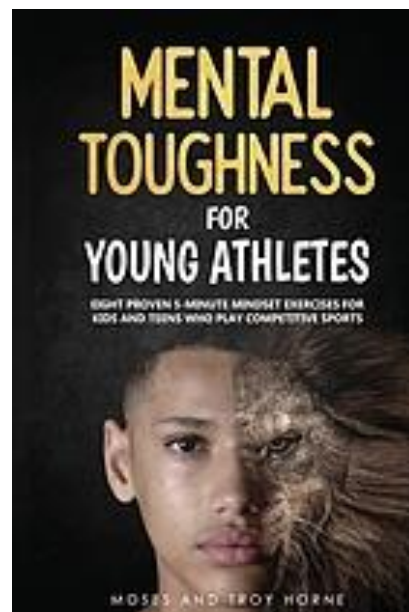
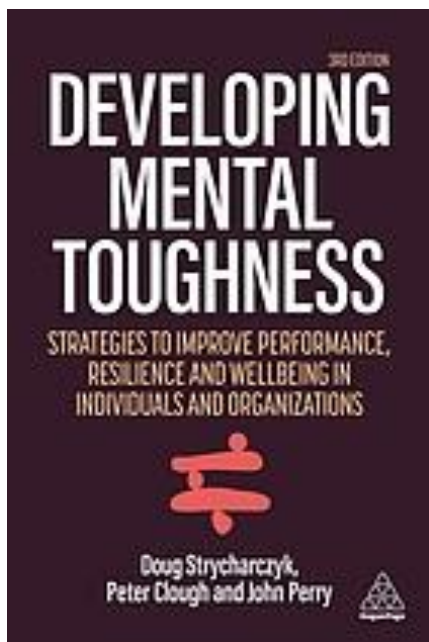
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- Brock Library KINE Library Research Guide
- Scholarly resources:
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- Being a competent searcher/researcher!
- Where, how and when to get help!



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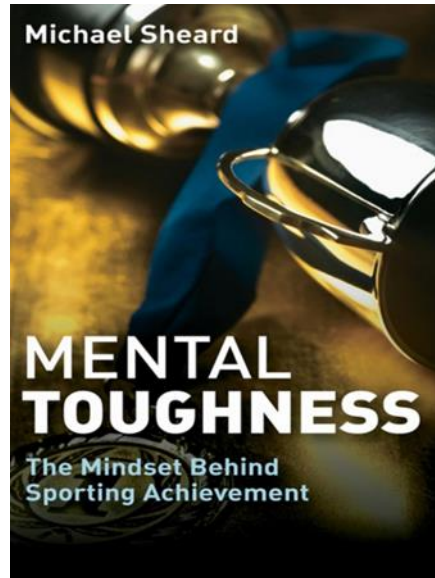
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It is not what we get, but what we become by our
endeavours that make them worthwhile.

John Ruskin

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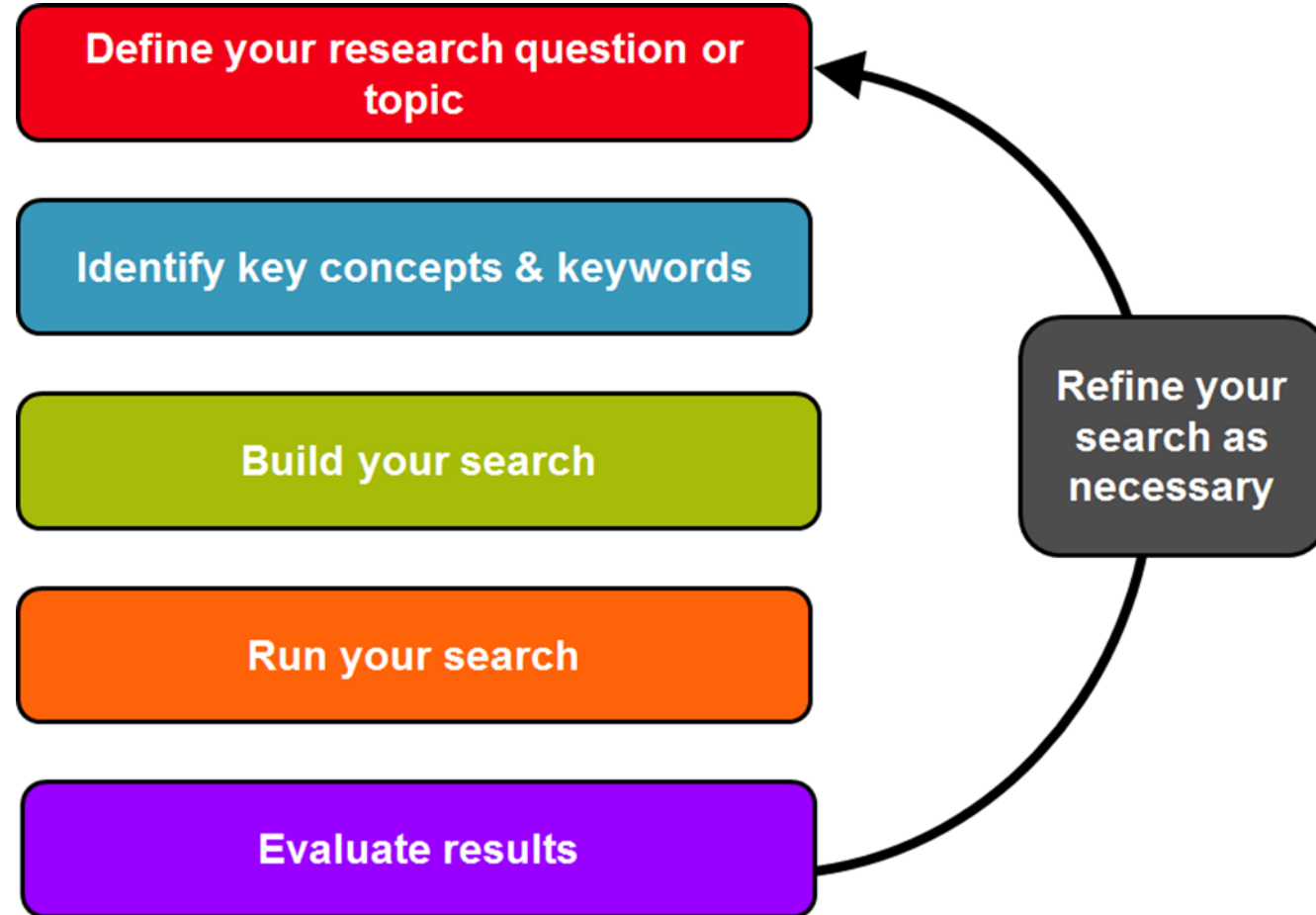
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Abstract

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Keywords

Keywords Plus: [POPULATION](#); [DEPRESSION](#); [PREVALENCE](#); [SCALE](#)

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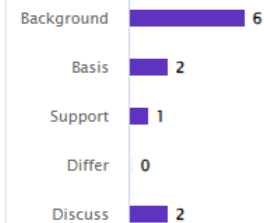
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San Roman-Mata, S., Puertas-Molero, P., Ubago-Jimenez, J., & Gonzalez-Valero, G. (2020). Benefits of Physical Activity and Its Associations with Resilience, Emotional Intelligence, and Psychological Distress in University Students from Southern Spain. *INTERNATIONAL JOURNAL OF ENVIRONMENTAL RESEARCH AND PUBLIC HEALTH*, 17(12). <https://doi.org/10.3390/ijerph17124474>

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Levels of Psychological Distress of Canadian University Student-Athletes

Philip Sullivan, Mishka Blacker, & Jessica Murphy
Brock University

Abstract

The mental health of Canadian university students is fairly well researched, but there is relatively little evidence concerning the mental health of Canadian university student-athletes. Recent research in the United States and Canada has suggested that mental health (e.g., anxiety and depression) differs between student-athletes and student non-athletes. However, the results are ambivalent as to whether student-athletes experience more or less psychological distress than their non-athlete peers. To address this gap, the purpose of the current study was to measure the levels of psychological distress in a national sample of 284 university student-athletes. Each athlete completed the Kessler Psychological Distress Scale (K6; Kessler et al., 2002) via a secure online platform. The average score on the K6 for student-athletes was 8.2 out of 24; 19.8% of the sample surpassed the cut-off for assessing the prevalence of severe mental illness. A regression analysis found that gender, starting status, and scholarship status significantly predicted levels of psychological distress. Females, non-starters, and student-athletes without a scholarship were associated with increases in K6 scores.

Résumé

La santé mentale des étudiants postsecondaires canadiens fait l'objet de beaucoup de recherches, mais il existe relativement peu de preuves entourant la santé mentale des étudiants-athlètes postsecondaires canadiens. La recherche récente aux États-Unis et au Canada suggère que la santé mentale (par exemple, l'anxiété et la dépression) varie entre étudiants-athlètes et

Sullivan, P., Blacker, M., Murphy, J., & Cairney, J. (2019). Levels of psychological distress of Canadian university student-athletes. *Canadian Journal of Higher Education*, 49(1), 47–59. <https://doi.org/10.47678/cjhe.v49i1.188192>

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- Brock Library KINE Library Research Guide
- **Scholarly resources:**
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- Up-to-the-minute news and prices from financial markets around the world.
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- Find historic British newspapers, specially commissioned essays and contextual materials written by experts.
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Pioneering mental toughness in education

Daily Business Alerts (Australia)

March 1, 2022 Tuesday

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Length: 967 words

Byline: Kalea Haran

Body

In this fast-changing and increasingly complex world, Penrhos is proud to nurture positive rebels and makers. We prepare girls with the confidence they need to stand up for themselves and for others - to collaborate and problem-solve, to innovate and drive positive change.

Research shows girls benefit from learning environments without traditional gender stereotypes, in which they develop the 'mental toughness' they need to achieve their personal best. Findings which are regularly released by the Alliance of Girls' Schools Australasia (AGSA) show girls feel more able to compete without social pressure than boys, to perform at higher levels in sport and physical education, and to become generally more confident and assertive. Girls-only education leads to higher academic achievement, greater diversity of subject choice and enhanced career progression. When education is tailored to their learning needs and preferences, there is no doubt that girls are empowered to reach their full potential.

Today's young people are growing up through economic turbulence, pandemic and rapid technological advancement. The challenges they face are real, complex and thought-provoking. It's not surprising our students want to learn to problem-solve in the context of impactful real-world projects - they want the skills they need to become effective critical thinkers, together with the mental toughness to calculate risks and act decisively.

The concept of 'mental toughness' is explained by psychometrics consultancy AQR International as a mindset that is closely related to character, resilience, grit and learned optimism; it strongly correlates with performance, wellbeing, positive behaviours, aspirations and employability. Like a growth mindset, mental toughness can be nurtured, learned and developed over time - at Penrhos, it's integral to our learning environment.

Research shows that girls as young as six can already have their confidence eroded by stereotyping and social pressure. That's why we encourage girls to start their learning journey with us as early as possible. Through stimulating wonder and fascination, our students are encouraged to explore their interests, find their strengths, grow their character and engineer their futures from the start.

We offer girls early insights into the accessibility of further study and careers across the whole spectrum, including in those STEM areas which might be typically dominated by males. In the later years, our girls can participate in our annual Girls in Engineering Outreach Program with the University of Western Australia and Rio Tinto (whose Chief Executive, Australia, Kellie Parker is a member of our Penrhos College alumni). The Program's mine site visits include mentor talks from female mining and mechatronics engineers, facilities managers, drill and blast operators, emergency services staff and environmental advisors - all help to illustrate the opportunity for girls to think beyond conventional career stereotyping in their further study and career choices.

It is widely evidenced that jobs in STEM areas are growing significantly faster than in other areas, they are also typically highly skilled and highly paid. Yet, women remain underrepresented in WA, in Australia and across the globe. Making sure our girls have equal encouragement and opportunity to pursue the careers of their choosing -

Haran commented That "...We prepare girls with the confidence they need to stand up for themselves and for others - to collaborate and problem-solve, to innovate and drive positive change" (2022, 1).

References

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A select list of health-related international, national, and regional data sources includes the following.

- [Brock University Digital Repository](#)
- [Canadian Institute for Health Information \(CIHI\)](#)
- [Computing in the Humanities and Social Sciences \(CHASS\)](#)
- [figshare](#)
- [Global Health Repository \(WHO\)](#)
- [Health Statistics for Niagara \(Region of Niagara\)](#)
- [HealthStats \(World Bank\)](#)
- [Inter-university Consortium for Political and Social Research \(ICPSR\)](#)
- [odesi \(Canadian\)](#)
- [Organization for Economic Co-operation and Development \(OECD\)](#)
- [Public Health Ontario](#)
- [Statistics Canada](#)
To find Census data, health and key indicators, and subject-specific reports.
- [UN Data Explorer](#)

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Mental toughness latent profiles in endurance athletes

Table 4

Means and standard deviations by classes for mental toughness factors.

	Class								
MT Factors	High MT		Moderate MT		Low MT		F*	P	Effect size
	(n = 433, 34.9%)		(n = 579, 46.5%)		(n = 233, 18.7%)				
	Mean	SD	Mean	SD	Mean	SD			
Confidence	20.86	1.91	18.12	1.91	15.00	2.24	683.82	<0.001	0.52
Constancy	15.12	1.04	13.99	1.46	12.45	1.84	272.94	<0.001	0.31
Control	12.73	2.03	10.80	2.06	8.78	1.95	298.22	<0.001	0.32
Determination	13.42	1.45	12.34	1.75	11.04	2.10	147.46	<0.001	0.19
Visualization	11.94	2.61	10.29	2.52	8.49	2.73	138.64	<0.001	0.18
Positive cognition	17.73	1.45	15.33	1.56	13.13	1.91	671.11	<0.001	0.52
Self-belief	18.35	1.30	15.65	1.54	12.49	1.8	1160.97	<0.001	0.65
Self-esteem	36.68	3.37	33.14	4.01	27.99	4.58	374.58	<0.001	0.38

*Post-hoc Bonferroni tests showed significant differences between all factors for all classes

<https://doi.org/10.1371/journal.pone.0193071.t004>

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"mental toughness"



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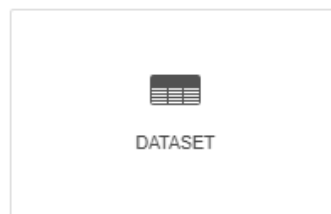
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Table_1_Mediational Role of Mental Toughness on the Relationship Between Self



The concept of mental toughness: tests of dimensionality, nomologica...
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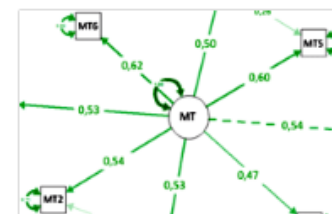


Image_5_Transcultural Adaptation and Psychometric Properties of the Mental

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2	228.84	107	107	107	107	107	107	107	107
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7	228.84	107	107	107	107	107	107	107	107
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27	228.84	107	107	107	107	107	107	107	107
28	228.84	107	107	107	107	107	107	107	107
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30	228.84	107	107	107	107	107	107	107	107
31	228.84	107	107	107	107	107	107	107	107
32	228.84	107	107	107	107	107	107	107	107
33	228.84	107	107	107	107	107	107	107	107
34	228.84	107	107	107	107	107	107	107	107

Data_Sheet_1_Dimensionalit
y of the Mental Toughness
Questionnaire (MTQ48).pdf
Dataset posted on 2021-07-23 in
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Image_3_Transcultural Adaptation and Psychometric Properties of the Mental

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**MENTAL TOUGHNESS AND ATHLETIC PERFORMANCE:
A META-ANALYSIS**

by

DAX CRUM

B.S., Finance, Southern Utah University, 2007
M.B.A., Southern Utah University, 2008

DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of

Doctor of Philosophy
Physical Education, Sports and Exercise Sciences

The University of New Mexico
Albuquerque, New Mexico

May 2022

Crum, D. (2022). *Mental toughness and athletic performance: A meta-analysis*
[Doctoral dissertation, University of New Mexico].
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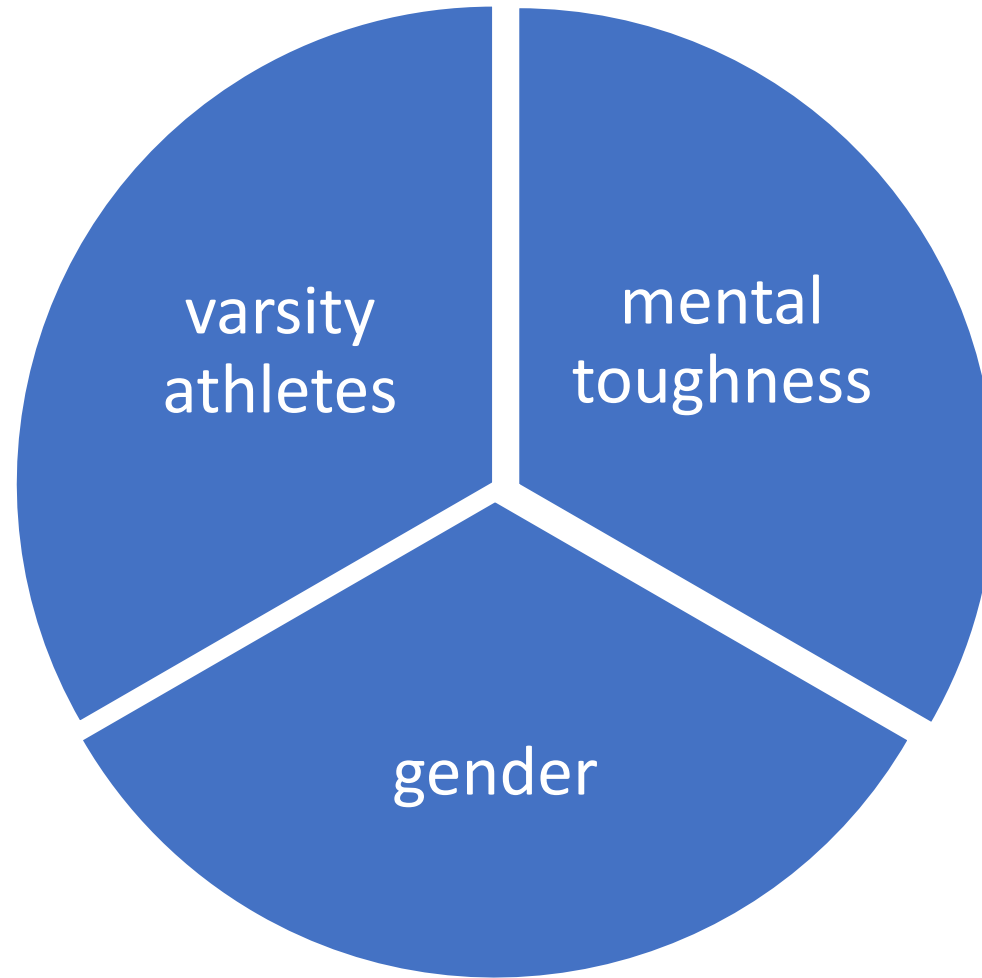
Do successful varsity athletes' exhibit mental toughness behaviors: Does gender matter?

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Do successful **varsity athletes'** exhibit **mental toughness**
behaviors: Does **gender** matter?

Do successful **varsity athletes** exhibit **mental toughness** behaviors: Does **gender** matter?



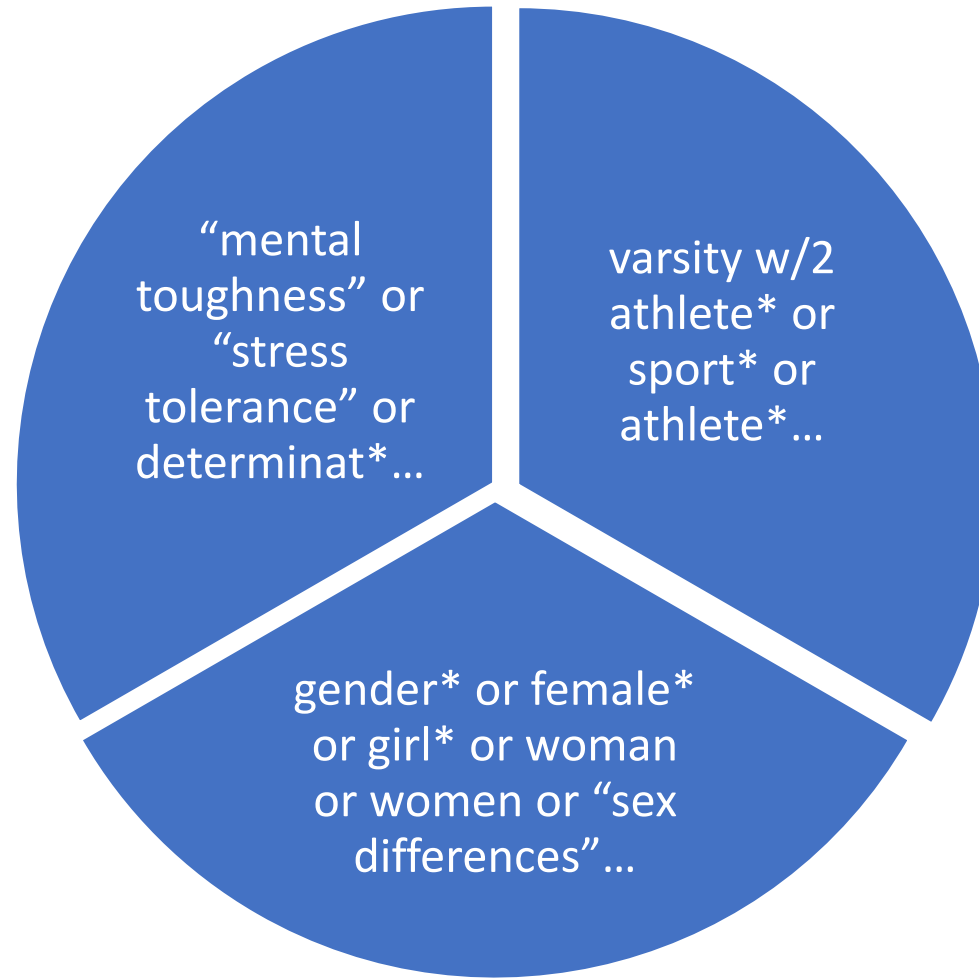
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2. Varsity athletes
3. Gender

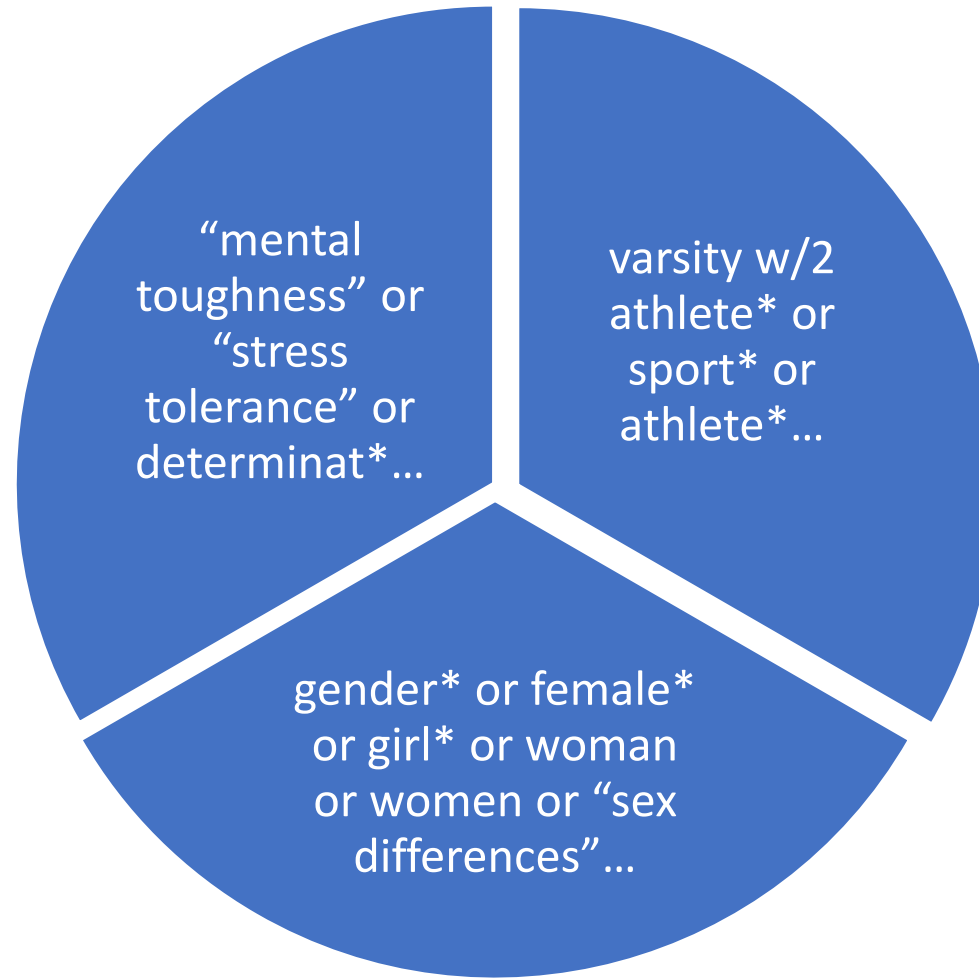
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2. varsity w/2 athlete* or sport* or athlete*...
3. gender* or female* or girl* or woman or women or “sex differences”...

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Do successful **varsity athletes** exhibit **mental toughness** behaviors: Does **gender** matter?



Do successful **varsity athletes** exhibit **mental toughness** behaviors: Does **gender** matter?



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The influence of mental toughness and self-regulation on post-season perceptions in varsity athletes.

Authors: [Crawford, Alison¹](#)
[Tripp, Dean A.²](#)
[Gierc, Madelaine¹](#)
[Scott, Sean³](#)

Source: Journal of American College Health May/Jun2023, Vol. 71 Issue 4, p1036 9p.

Language: English

Subject Terms: [*COLLEGE athletes](#)
[*SELF-evaluation](#)
[*SELF-control](#)
[*MENTAL health](#)
[*PHYSICAL training & conditioning](#)
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Geographic Terms: [CANADA](#)

Keyword(s): [Mental toughness](#); [self-regulation](#); [stress](#); [student-athletes](#)

Abstract: Varsity athletes face an array of stressors, including balancing academic obligations with athletic competitions. Student-athletes appraising a situation as a "challenge" or "threat" directly impacts coping responses. To investigate whether pre-season self-reported **mental toughness** and self-regulation strategies predicts post-season stress, **mental health**, group cohesion, and satisfaction in varsity athletes. Sixty-seven varsity athletes from a U-Sport Canadian university. Athletes completed pre- and post-season measures of **mental toughness**, emotion regulation, self-control, group cohesion, and satisfaction. Multiple mediation models were employed during analyses. Pre-season emotion regulation was a significant mediator for the relationships between **mental toughness** and post-season ratings of perceived stress, perceived **mental health**, and group cohesion. Self-control was not a significant mediator. Emotion regulation plays a significant role in an athlete's experience of perceived stress, **mental health** issues, and their ratings of group cohesiveness. Research on student-athlete health may benefit from examining emotion regulation training techniques. ABSTRACT FROM AUTHOR

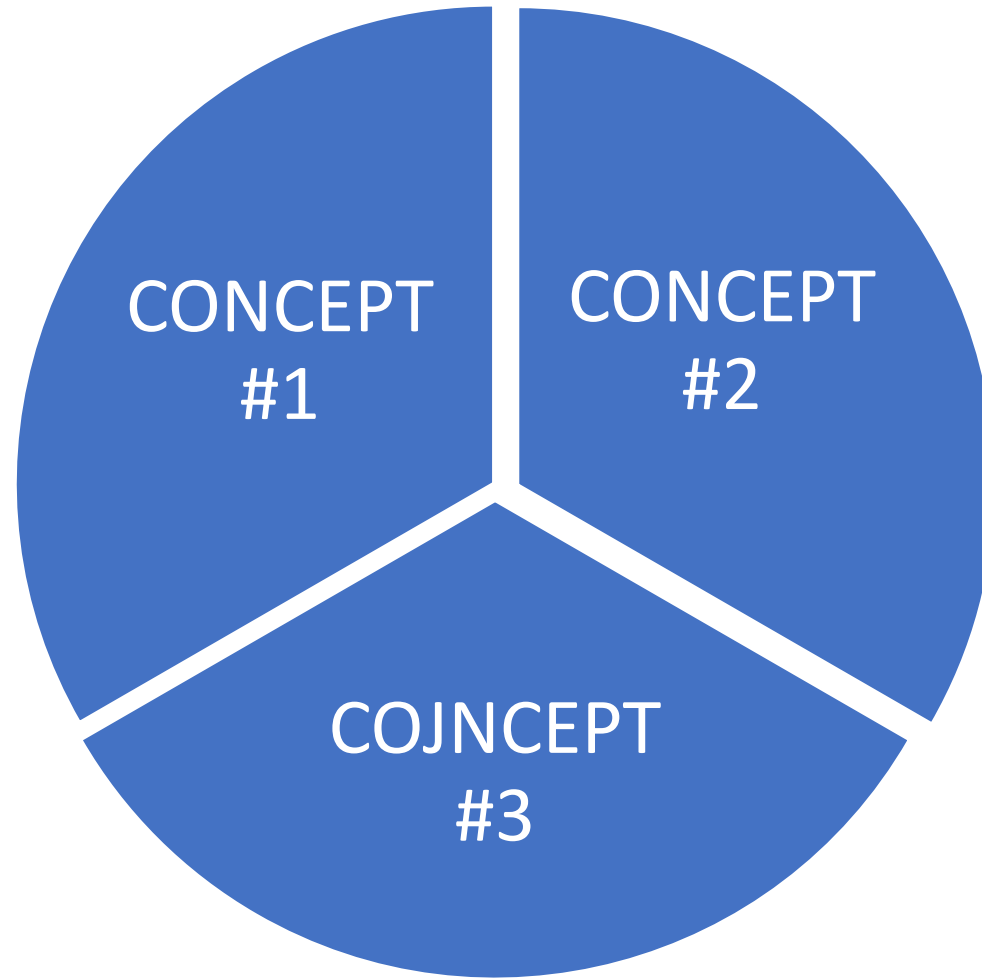
Author Affiliations: ¹ Department of Psychology, Queen's University, Kingston, Ontario, Canada; ² Departments of Psychology, Urology, & Anesthesiology, Kingston, Ontario, Canada; ³ Department of Athletics and Recreation, Queen's University, Kingston, Ontario, Canada



SPORTDiscus



My Research Question(s)



Database:

Think like the database!

Date:

Language:

Format:

Subject terms:

Keywords and phrases:

Zoterobib

Zotero

Let's Play!

Got to Web of Science Complete

Develop, execute a strategy then share your observations for:

**Do successful varsity athletes' exhibit mental toughness
behaviors: Does gender matter?**

or

Your research question

Library Seminar Agenda

- Top 10 resources you should know about!
- Brock Library KINE Library Research Guide
- Scholarly resources:
databases / books / articles / news / data / theses & dissertations
- Being a competent searcher/researcher!
- Where, how and when to get help!



5TH EDITION

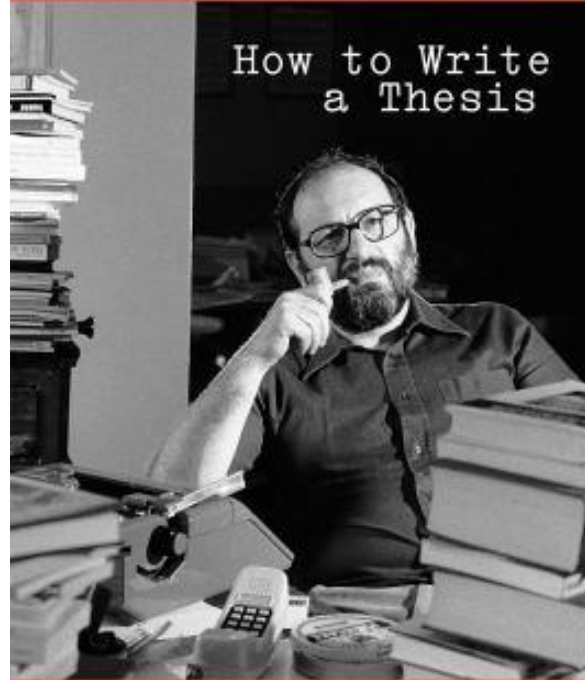
DOING A LITERATURE **REVIEW** IN HEALTH AND SOCIAL CARE

A Practical Guide

HELEN AVEYARD

UMBERTO ECO

How to Write
a Thesis



Scientific
Writing

=










Thinking
in Words

David Lindsay






University of North Carolina at Chapel Hill – The Writing Center

<https://writingcenter.unc.edu/tips-and-tools/>

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- > [Argument](#)
- > [Audience](#)
- > [Brainstorming](#)
- > [Building Your Writing Community](#)
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Additional Resources

- > [Learning Center Tips & Tools](#)
- > [Fall 2023 Semester At-A-Glance \(Word\)](#) (PDF) 
- > [Spring 2024 Semester At-A-Glance \(Word\)](#) (PDF) 
- > [Summer 2024 At-A-Glance \(Word\)](#) (PDF) 
- > [English language resources](#)
- > [Library Resources](#)
- > [CarolinaGo \(Android\)](#) (iOS)

Argument

What this handout is about

This handout will define what an argument is and explain why you need one.

Arguments are everywhere

You may be surprised to hear that the word “argument” does not have to be part of your task. In fact, making an argument—expressing a point of view or of academic writing. Your instructors may assume that you know this and that

Most material you learn in college is or has been debated by someone, so what you hear is presented as a simple fact, it may actually be one person’s interpretation. You examine that interpretation and defend it, refute it, or offer some new view or interpretation. You need to do more than just summarize information that you have gathered or you need to develop a point of view on or interpretation of that material and provide evidence.

Consider an example. For nearly 2000 years, educated people in many Western cultures believed that bloodletting—drawing blood from a sick person to lose blood—was the most effective treatment for a variety of ailments. This practice was not widely questioned until the 1800s, and some physicians continued to practice it. Medical practices have now changed because some people began to doubt the effectiveness of bloodletting and provided convincing evidence. Human knowledge grows out of debate, and your instructors spend their lives engaged in debate over what claims may be counted as accurate in the field. You need to engage in similar kinds of critical thinking and debate.

Argumentation is not just what your instructors do. We all use argumentation on a daily basis, and you are already doing it at crafting an argument. The more you improve your skills in this area, the better you will be at thinking critically, making choices, and weighing evidence.

Making a claim

What is an argument? In academic writing, an argument is usually a main idea, often called a “claim,” supported with evidence that supports the idea. In the majority of college papers, you will need to make some claim, and your ability to do this well will separate your papers from those of students who see writing as a list of fact and detail. In other words, gone are the happy days of being given a “topic” about which you write. You need to put out a position and prove why it is a good position for a thinking person to hold. See our [handout on making a claim](#).

Claims can be as simple as “Protons are positively charged and electrons are negatively charged,” or as complex as “In the experiment, protons and electrons acted in such and such a way.” Claims can also be as complex as “Genre is the most important element to the contract of expectations between filmmaker and audience,” using reasoning and evidence such as, “defying genre expectations can create a complete apocalypse of story form and content, leaving us stranded in a sort of genre-less abyss.” In either case, the rest of your paper will detail the reasoning and evidence that have led you to believe that your position is best.

Counterargument

One way to strengthen your argument and show that you have a deep understanding of the issue you are discussing is to anticipate and address counterarguments or objections. By considering what someone who disagrees with your position might have to say about your argument, you show that you have thought things through, and you dispose of some of the reasons your audience might have for not accepting your argument. Recall our discussion of student seating in the Dean Dome. To make the most effective argument possible, you should consider not only what students would say about seating but also what alumni who have paid a lot to get good seats might say.

You can generate counterarguments by asking yourself how someone who disagrees with you might respond to each of the points you’ve made or your position as a whole. **If you can’t immediately imagine another position, here are some strategies to try:**

- Do some research. Find out what someone who has. For example, if you are arguing that a character is brave, find out what someone who is not brave might say.
- Talk with a friend. Ask them what they think about your argument.
- Consider your own position. For example, if you are arguing that someone is brave, consider what someone who is not brave might say.

Once you have thought about your point but explain why you are mistaken? Either way, you need to consider the other side of the argument.

Audience

Audience is a very important consideration in argument. Take a look at our [handout on audience](#). A lifetime of dealing with your family members has helped you figure out which arguments work best to persuade each of them. Maybe whining works with one parent, but the other will only accept cold, hard statistics. Your kid brother may listen only to the sound of money in his palm. It’s usually wise to think of your audience in an academic setting as someone who is perfectly smart but who doesn’t necessarily agree with you. You are not just expressing your opinion in an argument (“It’s true because I said so”), and in most cases your audience will know something about the subject at hand—so you will need sturdy proof. At the same time, do not think of your audience as capable of reading your mind. You have to come out and state both your claim and your evidence clearly. Do not assume that because the instructor knows the material, he or she understands what part of it you are using, what you think about it, and why you have taken the position you’ve chosen.

Critical reading

Critical reading is a big part of understanding argument. Although some of the material you read will be very persuasive, do not fall under the spell of the printed word as authority. Very few of your instructors think of the texts they assign as the last word on the subject. Remember that the author of every text has an agenda, something that he or she wants you to believe. This is OK—everything is written from someone’s perspective—but it’s a good thing to be aware of. For more information on objectivity and bias and on reading sources carefully, read our handouts on [evaluating print sources](#) and [reading to write](#).

Take notes either in the margins of your source (if you are using a photocopy or your own book) or on a separate sheet as you read. Put away that highlighter! Simply highlighting a text is good for memorizing the main ideas in that text—it does not encourage critical reading. Part of your goal as a reader should be to put the author’s ideas in your own words. Then you can stop thinking of these ideas as facts and start thinking of them as arguments.

When you read, ask yourself questions like “What is the author trying to prove?” and “What is the author assuming I will agree with?” Do you agree with the author? Does the author adequately defend her argument? What kind of proof does she use? Is there something she leaves out that you would put in? Does putting it in hurt her argument? As you get used to reading critically, you will start to see the sometimes hidden agendas of other writers, and you can use this skill to improve your own ability to craft effective arguments.

<https://brocku.ca/graduate-studies/academic-writing-supports-for-graduate-students/>

Academic Writing Supports

The Faculty of Graduate Studies offers dedicated writing support to assist graduate students at all levels of study.

Writing Support Opportunities

Our Graduate Academic Support Specialist offers a variety of one-on-one and group support and events (with in-person, online, and hybrid options) to help graduate students develop their writing skills.

One-on-one sessions

Writing Cafe

Graduate Writing Workshops

Writing Retreat

BOOK A SESSION



Meet Your Graduate Academic Support Specialist

Danielle recently completed her Ph.D. in English Literature at the University of Alberta. She has over 6 years of experience in teaching academic writing in a university setting, including as a primary instructor of English courses focused on critical analysis, writing, and research, for which she received the prestigious University of Alberta Graduate Student Teaching Award. Her academic journey includes experience as an international graduate student, presentations at multiple international conferences, and three published articles in academic journals. She also recently completed a project through the Centre for Teaching and Learning at the University of Alberta on building student and instructor wellbeing into teaching pedagogy, learning, and assessment.



Where can I get help?

Brock Library KINE Research Guide

<https://researchguides.library.brocku.ca/KINE>

Email the Library

libhelp@brocku.ca

Ask Us Chat service

<https://brocku.ca/library/chat/>



Book a Consultation

<https://calendar.library.brocku.ca/appointments/researchconsultation>

Make an Appointment Research Consultation

Your Librarian can help you:


- use the best search tools for your assignments
- find information sources on your specific topic
- develop effective research strategies
- become a confident and independent researcher

1. Select One


▼ Librarian

Research Consultation (30 minutes) ▼


☐ Justine Cotton




☒ Ian Gordon (he/him)



☐ Elizabeth Yates



☐ Kymberly Ash



☐ Denise Smith

2. Select Date:

🕒

Sep ▼

2023

🕒

Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

3. Select Time:

Friday, September 29, 2023

Time Zone: Eastern Time - US & Canada ([change](#))

9:03am	9:33am	10:03am
10:33am	11:03am	11:33am
12:03pm	12:33pm	1:03pm
1:33pm	2:03pm	2:33pm
3:03pm	3:33pm	

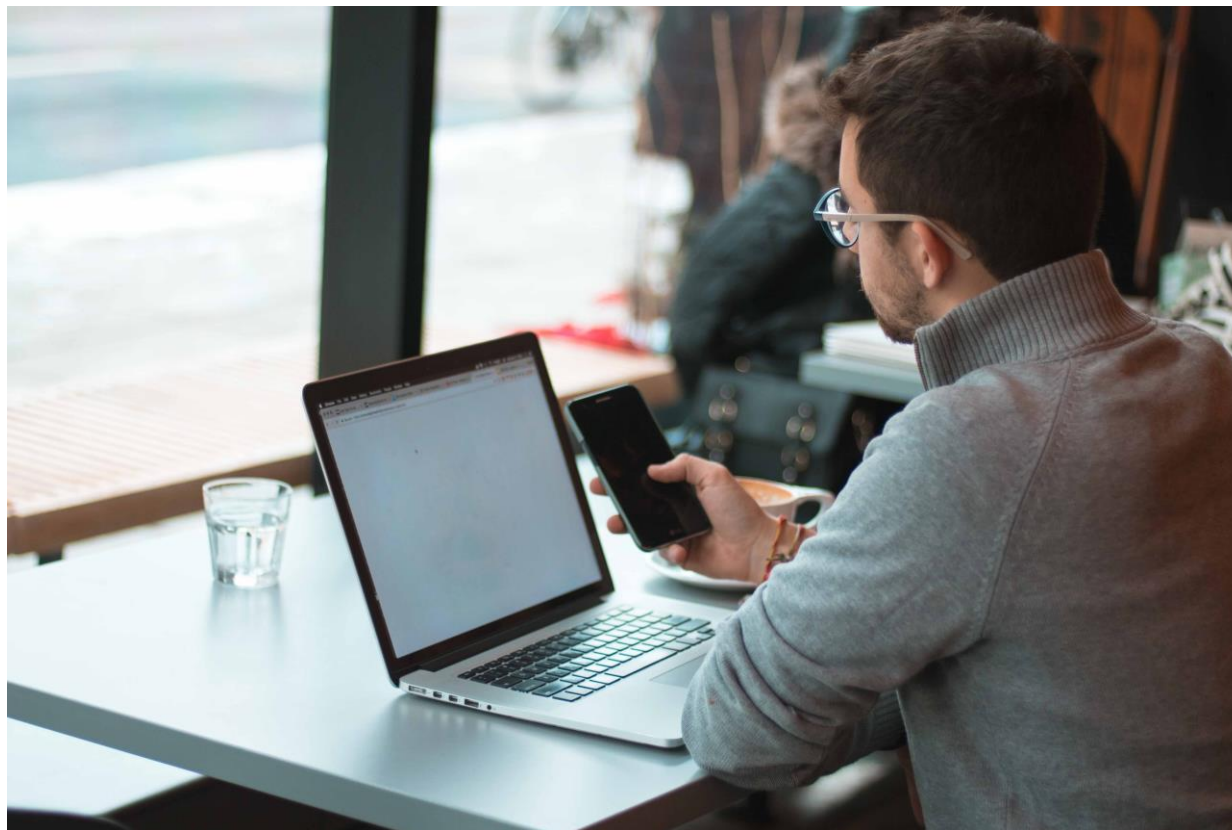
Continue

One thing you've learned today?



Ian Gordon

Teaching & Learning Librarian
igordon@brocku.ca



Man sitting near table with laptop photo
by [Joseph Frank](#) on [Unsplash](#)

KINE Honors Students Library Seminar



Good luck with your program and research!



Brock University Library